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Investigating the Effect of Peer Assessment on Developing Students' Writing Skill'. The case of Master Two (02) EFL Students at Mohamed Khider University of Biskra

Dissertation submitted in fulfilment of the requirements **for a Master's Degree in Sciences of Language**

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Dedication

To all persons who helped & looked after Youcef

I dedicate this humble work.

To the people of Palestine and the Palestinian diaspora.

To the best parents ever my wonderful Father and beloved Mother

To the cutest angel: My Grandmother MANI

To my precious sister Sara & unique brother Haroune

To my dear cousins: Djamel & Bachir

To all my family, To all my friends & To all of my students & pupils.

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Abstract

Language learning and assessments are closely related processes that are frequently associated in practice. For this reason, implementing multiple teaching methods and assessments is a valuable asset for developing a strong command of the English language, particularly writing. That being the case, the present research attempts to investigate the impact of peer assessment on developing students' writing skill. due to the positive impact of peer assessment in involving students in the learning process. In this respect, we hypothesized that learners will have a positive attitude if peer assessment is implemented. Furthermore, the use of this method can truly help EFL learners in improving their academic written works; therefore, the descriptive statistical method has been relied on to validate our hypotheses. As a result, a students' questionnaire has been published online as a data collection tool. The latter has been submitted to a sample of Master two (02) EFL (English as Foreign Language) students in Mohamed Khider University of Biskra. The aim of this questionnaire was to gather significant information about the effectiveness of implementing peer assessment in developing students writing skill. Ultimately, the analysis and the interpretation of the obtained data revealed that the implementation of peer assessments in EFL classrooms can truly ensure the development of students' writing skills. The findings also indicated the positive attitude of students towards the implementation of peer assessment. Finally, some pedagogical recommendations are suggested for further researches.

Keywords: Peer Assessment, EFL learners, Questionnaire, Writing Skill

List of Abbreviations and Acronyms

EFL: English as a Foreign Language
RQ: Research Question
RH: Research Hypotheses
TEFL: Teaching English as a Foreign Language
TESL: Teaching English as a Second Language
ESL: English as a Second Language
L1: First Language
L2: Second Language
PA: Peers Assessment

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GENERAL INTRODUCTION

General Introduction

Through decades, educators and instructors were mainly interested in writing as a challenging productive skill that needs to be focused on because most EFL learners are constantly required to produce pieces of writing. For this reason, EFL learners are required to master and grasp the different stages, aspects and types of writing.

To develop students' writing skill, researchers recommend EFL teachers to adopt and implement writing assessment techniques, one of which is peer assessment. The reason for this suggestion is that peer assessment can help students improve as writers which empower them to produce adequate pieces of writing consistently.

Henceforward, peer assessment is an essential activity in EFL writing classrooms because it improves learners' writing performances during the EFL learning process. In other words, the implementation of peer assessments in EFL classrooms can truly ensure the development of students' writing skills. Therefore, multiple approaches and competencies would be listed and explored in this research in order to highlight the right patterns and structures of professional academic writing.

Statement of the problem

Most EFL students struggle with writing tasks and face many challenging problems at different levels which eventually lead them to conduct poor compositions that does not reflect their academic status as EFL learners. Moreover, the manner in which writing is assessed is regarded as the primary cause of students' poor level of writing. Another common problem in EFL writing classrooms is the lack of implementing peers assessment as an assessment technique to help students improve their writing skills.

As results of the pre-mentioned problems, this study seeks to investigate the extent to which peer assessment is implemented in EFL writing classrooms in Mohamed Khider University of Biskra. Moreover, the current research aims to explore students' attitudes towards the implementation of peer assessment. Finally, this paper attempts to determine whether this learning strategy could positively affect students writing skills.

Within the same vein, this research aims to suggest pedagogical recommendations regarding the use of PA in the teaching/learning of the writing skill in EFL settings. To put it another way, the current study attempts to provide pedagogical and practical recommendations for both teachers and students for better use of peers assessment in EFL writing classrooms.

Research Questions

Writing is a skill that needs to be developed through different teaching strategies and approaches. As previously stated, peer assessment is one of the most effective assessment techniques that might be used to enhance learners' writing skill. These assumptions led to the deduction of the following questions:

RQ 01: Is peer assessment a common activity used by EFL teachers to help their students improve their writing skills?

RQ 02: What role does peer assessment play in the development of EFL students' writing skills?

RQ 03: How would EFL learners react to the implementation of peer assessment?

Research Hypothesis

In order to provide answers for these questions, the suggested hypotheses are what follows:

RH 01: We hypothesize that peers assessments is not a common technique utilized in EFL classrooms to strengthen the learners' writing skills.

RH 02: We believe that the development of the writing skill can be truly guaranteed through the implantation of peers' assessments in EFL classrooms.

RH 03: We presume that Learners will have a positive attitude towards the implementation of peers assessment

Structure of the Study

The present paper is ultimately divided into two main parts. On one hand, the first part of the dissertation is organized and structured into two chapters that emphasizes the literature review of the two variables. On the other one, the practical part highlights the fieldwork of this study.

Firstly, chapter one provides a theoretical background of EFL writing skill. Moreover, the first part's second chapter outlines and discusses the various concepts related to this study's independent variable which is peer assessment. Finally, the last chapter gathers in hands the analysis and the discussion of the questionnaire's data, paired with a set of suggestions and recommendations s for further researches.

CHAPTER ONE: THE WRITING SKILL

Introduction

Writing is one of the four basic skills of the English language (listening, speaking, reading and writing). It equips students with communication and thinking skills; therefore, it is an extremely valuable component for the learning process. This value requires a significant amount of efforts on the part of EFL learners in order to achieve a high level of writing proficiency.

This chapter provides an overview of the writing skill and will shed light on its definition based on the perspectives of various scholars as well as its purpose in language learning. Furthermore, it will introduce the various types of writing in general along with the five types of academic writing in particular. Additionally, the current chapter will present the stages and approaches to teach this skill, specifically in EFL classes. Finally, it will scrutinise the importance of assessment in the writing skill.

1.1. Definition

Writing is both a noun and a verb, it refers both to the written text and to the act of constructing written texts (Bitzer, 1968). The process of writing involves series of highly complex cognitive activities that takes place in response to a rhetorical situation (ibid). However, writing is defined as a noun only in the Oxford dictionary (2013), a noun that signifies words (and utterance) that have been written (or printed) according to someone's writing style. Furthermore, it is the job which writers depend upon in the process of writing books. (ibid).

According to Nunan (2003), writing is a physical and a mental act. That is about discovering ideas, thinking about how to communicate in order to develop those ideas into statements and paragraphs that will be comprehensible to a reader. This means that, it is about generating, communicating, and developing ideas into an understandable material for readers.

In the field of TEFL (Teaching English as a Second Language) as well as Teaching English as a Second Language (TESL), Salem (2008) asserted that writing is the commonest way of assessing students' performance in English especially in the Arab countries. He emphasizes that writing is an essential component of classroom activities as it reinforces grammatical structures and vocabulary. He also added that writing helps students to express themselves and provide their ideas without being pressured by face-to-face communication. In the same context of pedagogy, writing is a central component in educational settings due to the fact that the majority of examinations rely on students' writing proficiency (Harmer, 2004). In accordance, Elizabeth & Rao (2004) believe that whatever is written once remains forever unless it is destroyed; therefore, the language learning is an incomplete process without the writing activity.

1.2. The Purpose of Writing in Language Learning

According to Bailey (2011), writers write for the following reasons:
- To report on a piece of research the writer has conducted.
- To answer a question, the writer has been given or chosen.
- To discuss a subject of common interest and give the writer's view.
- To synthesize research done by others on a topic.

In terms of writing for teaching and learning purposes, the purpose of academic writing courses is to teach students the rhetorical conventions and discourse expectations of disciplinary communities (Hyland, 2009). Similarly, Nation (2008) claimed that learners should always write with a message-focused purpose carrying the idea of a reader in mind when writing for the reason that any author's main aim (purpose) for writing is communication. Also, he added that learners should always use writing to increase their language knowledge.

Moreover, Along the line of teaching writing, Gallagher (2011) urged teachers to the necessity on getting their students to write to: **express and reflect**, **inform and explain**, **evaluate and judge**, **inquire and explore**, **analyse and interpret**, **or take a stand (propose a solution)**. Furthermore, making these writing purposes blended together (not divided) by teachers will definitely stretch and strengthen their student's writing skills and make the writing instruction effective.

1.3. Types of Writing

1.3.1. Personal Writing

Personal writing is the kind of writing you do when you write letters or e-mails where the audience are mainly friends and family. This type of writing does not require the use of formal language, which means that writers may use abbreviations, incomplete sentences or phrases, and familiar language (Oshima and Hogue, 2007).

Personal writing is a great communicative way for authors to convert their feelings and emotions to readers. It is an enjoyable process to find pleasure that comes from the heart (Spencer, 2004). Traditional storytelling techniques like setting, characterization, dialogue, poetry and free verse are forms of personal writing (ibid). It does not depend on facts or research. In other words, personal writing relies on observations and thoughts from remembering and recording memories, to communicate feelings and emotions, to share an event with a friend. (ibid).

1.3.2. Creative Writing

Creative writing is that type of writing that is associated with reading for most people from different backgrounds and social status that occurs outside of everyday professional, journalistic, academic and technical forms of writing (Hyland, 2009). Creative writing includes fiction or non-fiction, most typically novels, short stories and poems. It also involves screenwriting, play-writing and creative non-fiction such as personal and journalistic essays (ibid). The use of informal language with slang, abbreviations, and incomplete sentences is permitted because creative writing is now seen as an independent academic discipline (a university specialization) that attempts to focus on learner's self-expression (ibid).

As for this type of writing's language, creative writing's language is like "colors on a pallet to paint a picture". Writers of this type introduce their insights and emotions to tell a story or to evoke an emotional or aesthetic response in order to entertain or inspire (Johnson, 2016, P. 03).

1.3.3. Academic Writing

Johnson (2016, P. 45) affirmed that "academic writing is not speech written down. It

is more formal, precise, purposeful and objective'. Accordingly, Hartley (2008) stated that academic works tend to be "precise, impersonal and objective". In the same context, Nordquist (2011) noted that academic writing aims to present information about a specific subject precisely and objectively.

Academic writing is the formal kind of writing used in high school and college classes where there is no use of slang or contractions and sentences are written in an organized and a complete way (Oshima and Hogue, 2007).

This formal objective process as claimed by Johnson (ibid), is used to write academic reports, inquiries (research) and essays in academic settings. It uses structure to carry ideas, seldom contains dialogue, and is objective. This form of writing is highly appreciated and necessary in business and professional areas. Accordingly, Kirton (2012) stated that: "Academic writing covers a wide range of materials, from essays and exams' answers through dissertation and theses to articles in learned Journals and whole books" (P.66).

In EFL or ESL classes, academic writing is probably different from academic writing in the student's native language (Oshima and Hogue, 2007). Certain areas of writing (grammar, vocabulary mechanics, coherence, cohesion, ideas and content) differ from what students are used to in their mother tongue (ibid). In fact, the English way of writing may seem clumsy, repetitive, and even impolite but in fact it is just different. (ibid). In other words, the English writing style may appear unpleasant, but it is just different due to the fact that some characteristics of writing in English as a target language are different from those in the original language.

Secondly, there are different types of academic writing, these types are known as genres. They have distinct purposes, forms and recognized structures (Gillet, Hammond & Martala, 2013). From these perspectives, scholars suggest that there are five (05) common types of academic writing:

1.3.4. Expository writing:

This type of writing revolves around explaining, describing, providing information, or communicative knowledge in some form. (P, Johnson, 2016).

In addition, Davis, McKay (1996) stated that "exposition is the representations of explanation in language". In other words, Expository writing is written to explain how processes occur in actions, events or behaviors (Annandale, Broz & Bindon, 2005). It includes the use of definitions, statements and sequenced explanations. (ibid).

1.3.5. Persuasive writing:

Argumentative writing or persuasive writing is the use of concise, objective language and sound reasoning to support or oppose a certain matter. (Johnson, 2016).

Persuasive texts are written to argue or persuade a certain opinion with the use of propositions and arguments in logical order. (Annandale et al., 2005). Therefore, a persuasive writer targets the reader's emotions and reasoning in order to convince the audience to agree with his / her point of view. (Stout, 1990).

1.3.6. Inquiry writing:

Inquiry is the process of asking a question, gathering data, and then using that data to provide a formal description to all phases of the matter (Johnson, 2016). Inquiry means research. Data can be collected in two ways. In short, there are two methods for collecting data. First, data is gathered either with the use of primary sources through direct observation, survey, interviews, or other means. Secondly, data can be gathered using secondary sources as peer-reviewed research and scholarly articles and books. (ibid).

1.3.7. Narrative Writing:

According to Hogue (2008, P. 24), "narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen". To clarify, narration is the art of telling a story or events in the chronological order in which they occur. Correspondingly, Hylland (2009) affirmed that a narrative is a piece of writing that tells a story which is usually imaginative, but it can be based on true events. He added that narratives can take various forms including short stories, myths, poems, and fairytales and is composed of three parts: an orientation, a complication, and a resolution.

Moreover, narrative writing is used to tell a story or a portion of a story. This type of writing has a plot and a narrative arc, as well as setting, actions, characters, and conflicts. (Walling, 2009).

1.3.8. Descriptive Writing:

"Descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and sounds of words". (McCarthy 1998, P. 05). Explained differently, descriptive writing is the type of writing that creates images in the reader's minds by utilizing precise sensory words and phrases, metaphor and word sounds.

Likewise, Hogue (ibid) asserted that a good description uses sensory details to describe how something appears, feels, smells, tastes, and/or sounds in order to create a mental image of the object, place, or person for readers. As for the uses of this genre, Spencer (2004) noted that "descriptive writing is used in essays, reports, fiction, nonfiction and poetry". (P. 04).

1.4. Approaches for Teaching the Writing Skill

The term "approach", according to Harmer (2004) refers to "how people acquire knowledge of language and conditions that will promote successful learning" (P. 78). Simply put, an approach is a variety of theoretical principles related to language teaching that aims to develop effective learning.

Moreover, Lavelle and Bushrow (2007) stated that writing approaches "describe the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ". (P .808). Otherwise stated, the concept of writing approach is the relationship between authors' beliefs about writing and the methods used during writing, which results in the development of the written work. Writing approaches, in brief, are the ideas, rules, and beliefs related to the writing process that are used when teaching writing.

In the same vein, Hyland (2003) stressed that "L2 writing classroom are typically a mixture of more than one approach and that teachers combine these orientations in the imaginative and effective way" (P .23). Consequently, a variety of approaches in teaching the writing skill emerged in educational settings. These approaches are regarded as core components in the writing process.

1.4.1. The Controlled-to-Free Approach

The audio-lingual method dominated L2 learning in general and L2 writing in particular in the 1950s and early 1960s; therefore, teaching was focused on grammar even in times allocated to writing. For that reason, this approach of teaching emerged at L2 writing classrooms (Bachani, 2011 & Nemochi 2013). Notably, the controlled to free approach consists essentially in providing students with pieces of writing such as sentences or

paragraphs, and asking them to manipulate the written material grammatically, lexically or syntactically (ibid). This type of exercise encourages students to write frequently and provides them with the opportunity to produce their own writings without errors because these controlled compositions are followed strictly by correction of errors (ibid).

In sum, this approach of teaching writing focuses mainly on accuracy rather than fluency due to the prevailing belief at the time that the mastery of grammatical rules could lead to that of the foreign language.

1.4.2. The Free-Writing Approach

According to Bachani (2011) this approach stresses writing quantity rather than quality. This focuses on fluency rather than accuracy (P. 04). From this point of view, teachers will instruct their students to write freely on a given topic without regard for grammar or spelling. Teachers in this approach will provide little or no feedback for their students' written compositions because the teacher's priority is the content and fluency (Whalstrom, 2006).

To put it differently, the free writing approach has traditionally been thought of as a technique used in academic settings in which a student writes continuously for a set amount of time while ignoring grammatical rules in order to gain proficiency and fluency in academic writing.

1.4.3. The Paragraph-Pattern Approach

The emphasis of this approach, according to Raimes (1983), relies on organization; the teachers' goal is to guide students how to organize the features and components of a piece of writing. Exercises may include rearranging scrambled paragraphs, identifying general and specific information, and creating a suitable topic sentences. Similarly, Byrne (1988) stated that this approach is concerned with paragraph work, its organizing and constructing, and in which students focus on text and paragraphs rather than simple sentences.

Altogether, this method of teaching writing focuses on organizations in which learners deal with, construct and organize paragraphs and models of texts.

1.4.4. The Grammar-Syntax-Organization Approach

This approach stresses on simultaneous work on more than one composition feature. In a way, it is inclusive here that writing cannot be seen as composed of separate skills which are learned sequentially. So, students must be trained to pay attention to organization while they also work on the necessary grammar and syntax (Bachani, 2001, P. 04).

In other words, this approach requires students to concentrate on several aspects of writing at the same time. In this method, students must pay close attention to grammar, syntax, and organization simultaneously.

1.4.5. The Communicative Approach

Bachani (2001) claimed that "this approach focuses 'on the purpose of writing and the audience for it" (P. 04). By the same token, Wahlstrom (2006, P. 06) recommended teachers to assign their students with tasks in which they must behave as writers, also, to instruct them to focus on two questions: "Why am I writing this?" and "Who will read it?".

In conclusion, this approach focuses on the communicative aspects of writing rather than practicing grammatical structures. It also aims at developing a writer's awareness of

audience.

1.4.6. The Product Approach

A method of teaching in which L2 composition students concentrate on accuracy and rhetorical principles rather than personal steps in their writing. It focuses on the end result of teaching / learning. This result should be readable, grammatically correct, and in accordance to discourse conventions such as main points, supporting details, and so on (Tuncay, 2013).

Generally, the product approach to writing suggests that language structures should be given special attention since they are required for writing. Accuracy, grammatical and lexical knowledge are examples of language structures (Llach & Pilar, 2011). Likewise, Nunan (1999, P. 154) affirmed that: "product-based approaches see writing as mainly concerned with knowledge about the structure of language".

Moreover, Richards (2003) claims that there are stages in teaching writing using this approach because the focus is on the study of model text for the reason of making students aware of text features. The following figure depicts the stages involved in the product approach:

Product Approach	Phase 1	Familiarization
	Phase 2	Controlled writing
	Phase 3	Guided writing
	Phase 4	Free writing
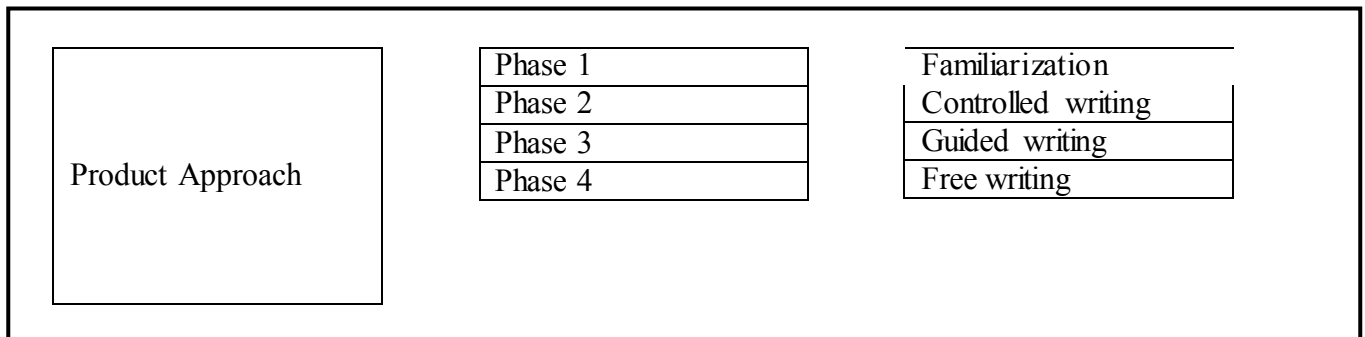
Figure1. 1: The Product Approach Model (Steele, 2004, P. 01)

1.4.7. Process approach:

The process approach focuses on the means by which learning occurs. The process is more important than the finished product. In terms of writing, the most important aspect is how the finished text was created. The act of composing progresses through several stages as writers discover what they are trying to say through the writing process (Tuncay, 2021). Not only that, process writing is an approach that encourages ESL students to communicate their own written products while simultaneously improving their literacy skills in speaking and reading (Heald-Taylor, 1986).

Specifically, process writing is a teaching approach in which L2 learners focus on fluency and self-development using expressive steps rather than persuasive ones in their writing. It is a writing instruction model that considers writing to be an ongoing process where students follow the various stages of the writing process (prewriting, drafting…etc.). (ibid).

In addition, Hyland (2003) indicated that according to the process theory that this method of teaching focuses on how a text is written rather than the final results. In that sense, Kroll (2001, P. 220 - 221) reported that:

> " the process approach serves today as an umbrella

term from many types of writing courses. What term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignment without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts".

In sum, with the use of the process approach, learners will develop the ability to construct ideas into written products in a recursive manner through the different stages of the writing process.

1.5. Stages of the Writing Process

Writing is never a one-step action; it is a continuing process from creating and organizing ideas, to polishing writing drafts all the way to editing and revising. (Hogue, 1988).

Moreover, academic writing is a messy procedure that does not occur in one setting but occurs overtime. All writers think, plan, struggle, revise, re-write (in a messy way) in order to decide the topic of their writing and the appropriate way for delivering it. (Johnson, 2016).

To produce an effective piece of writing in an EFL classroom, students are presented to the writing process, which is a step-by-step procedure that leads to the efficient completion of the written product. (Caswell & Mahler, 2004).

The steps of academic writing were discussed by Donohue (2009, P. 09) who stated that for "years, the writing process has been defined in five recognizable steps: Pre-writing, Drafting, Revising, Editing and Publishing", and presented in the following **figure**:

The Traditional Writing Process

Pre-writing → Drafting → Revising → Editing → Publishing
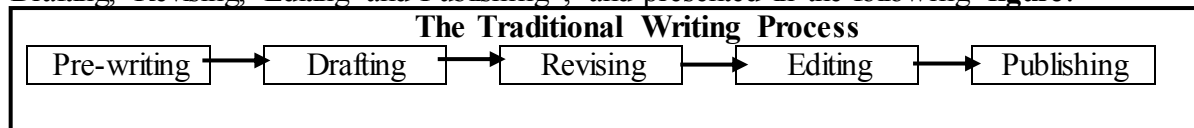
Figure1. 2: The Traditional Writing Process (Donohue, 2009)

1.5.1. Pre-writing

According to Hogue (1998) prewriting is the first step. Writers in this step choose a topic and collect ideas to explain the topic. In other words, prewriting is the author's way to get ideas.

Moreover, Johnson (2016) defined prewriting as a way to generate ideas and find a basic yet flexible initial structure. He suggested brainstorming and list, brainstorming and group, semantic webs, talking and power writing as the five strategies for this step. However, he urged the necessity to adopt and adapt because there is no single strategy that is suitable for every person or every writing situation.

During this stage, students learn to make decisions about the topic as prewriting allows them to discover what works and what does not work, and based on that they proceed. (Caswell & Mahler, 2004).

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1.5.2. Drafting

A draft is the first version of a piece of writing It is the first "go" at text which is generally done with the intention that it will be amended later (Harmer, 2004). Numerous drafts may be produced all the way to the final version throughout the progression of the written work. (ibid).

Johnson (2016, P. 07) described the first draft as "first blob of clay on the potter's". He asserted that this initial attempt (the first draft) to get ideas on paper becomes perhaps possible associations and supporting ideas (sub-ideas) saved in the author's working memory. He (Johnson, 2016) stated that "the first draft should be a poorly written, unorganized pile of garbage. Only then can you start to pull things away and begin to see some of the good ideas emerging" (P. 07).

1.5.3. Revision

Revision is an important part of the writing process that allows the writer to see the text from different perspectives (Schmitt, 2010). Authors' written works are often revised based on comments and suggestions from peers, teachers, and even their learners. The writer may also be able to revise the text by forgetting it (letting it sit for a while) to profit from some rest for right analyze. (ibid).

Additionally, revising is the process of checking for the written work's big idea. (Mackenzie, 2007). Authors in this stage shape the ideas' order (what to add, what to delete, what to change). Furthermore, writers determine the amount of the provided information (Is there enough information? Too much). (ibid).

Author's most intimidating stage of the writing process (Caswell & Mahler, 2004). Revising is connected to the draft where authors must be ready to make changes and to add details in it, in order to bring clarity and voice that involves the reader. (ibid).

Revision is at the heart of the super-secret academic writing process. (Johnson, 2016). Revision (re-vision) means to see again for several times (a minimum of four times up to ten or fifteen times). Writers at this stage should focus on finding logical organization. Also, authors at this revision process should not worry about spelling and punctuation but mainly to identify sense in sentences and paragraphs. (ibid).

1.5.4. Editing

The author's concentration in this step is to spell check on the correctness of grammar, vocabulary (word order and word usage), mechanics (capitalization, punctuation and spelling) and citations. (Johnson, 2016). It is also helpful at this stage to have others read your work and in order to provide feedback where feedback may be helpful because it will identify the ideas flow inside the reader's head (ibid). In addition, it will identify the confusing and unclear parts in the written work. (ibid).

Nation (2008) agreed to what have been said above, stating that editing is periodically reviewing (going back over) and making changes to organization, style, grammatical and lexical correctness, and appropriateness of the written piece. Thus, editing does not occur in a fixed place in the writing process; therefore, editing is not necessarily restricted to occurring at the completion of the writing.

At this stage, details are taken into consideration. The author now will work on sentence

structure, word choice, grammar, spelling and punctuation of what has become now "a detailed work". (Hatcher & Goddard, 2005).

Harmer (2004) affirmed that suggestions and comments from other readers (or editors) will help the writer to make appropriate editing to certain area in the written work. Areas such as the ambiguity of some information that will urge the author perhaps to change (edit) the places of paragraphs, to write a new introduction, or to use a different structure of words for a specific sentence.

1.5.5. Publishing and sharing

Sharing and Publishing is the final step of the academic writing process in which the author's writing is shared with the audience (Johnson, 2008). By way of explanation, the act of publishing and sharing is making the author's writing visible to others (L. Hamel, 2017). It may involve interacting with audiences, excitement, purpose and risk ...etc.(ibid).

In EFL classrooms, publishing is the fifth and last stage of the writing process which develop students' belief and confidence in themselves as future authors / writers. (Caswell & Mahler, 2004). Furthermore, the purpose of sharing is to celebrate student's finished written products (final paper). (Ibid). Publishing may be achieved by the display of the written work in collection of writing, class books, school or class newspapers, school or class magazines...etc. (Johnson, 2008).

Effective writing is associated with the five (05) stages of the writing process where each stage is composed of various activities. The illustration of the writing process adapted from Williams (2003, P. 106-107) is presented in **table 1.1** as follow:

Process	Definition	Description
Prewriting	Generating ideas, strategies, and information for a given writing task .	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journaling, talk-writing, and metaphor building.
Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work.	Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Revising	Literally 're-seeing' the text with the goal of making large-scale changes so that text and plan match.	Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to be considered during planning include rhetorical stance and rhetorical purpose, among others. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing .
Editing	Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement between subjects and predicates and style	Editing occurs after revision of the work. The goal is to give the paper a professional appearance.
Publishing and sharing	Sharing the finished text with the intended audience	Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency.

Table 1. 1: The five stages of the writing process (Williams, 2003, P. 106-107).

1.6. The Importance of Assessment in Writing

Scholars regard as true the beneficial effect of assessment in increasing learners' writing quality. In the field of TEFL, particularly, assessment may target the piece of writing itself, or on the process of writing. Also, it can differ in its purposes (Nation, 2008). It can aim at making a summative judgement on the learners' writing or it can aim at a formative

shaping of the learners' progress in writing (ibid). First, it can aim at making a summative judgement on the learners' writing as a mean of awarding a grade in the pass / fail grading systems. On the other hand, it can aim at shaping the learners' progress in writing formatively by diagnosing problems of the written work and by providing constructive feedback for enhancement. (ibid)

For Instance, Vygotsky (1978) discussed The Zone of Proximal Development (ZPD) which is a stage in cognitive growth where skills are expanded through the guidance and response of experts. Assessment, therefore is the response given to students' writing either orally or in a written form provided by peers or teachers (Hyland, 2002).

Nation (2008) affirmed that providing assessment on the various parts of the writing process consists of six factors: These factors are: source of feedback, mode of feedback, size of the audience, focus of the feedback, form of the feedback, amount of the writing looked at. **Table 1.2** lists the techniques used to provide feedback to learners on their writing as cited by Nation (ibid):

Source of feedback
Teacher
Peers
Self
Mode of feedback
Spoken
Written
Both
Size of the audience
Whole class
Small group
Individual
Focus of the feedback
Product—several aspects or narrow focus
Process—several aspects or narrow focus
Form of the feedback
Comments
Scale
Checklists
Amount of the writing looked at
Single piece of writing
A portfolio of writing

Table 1. 2: Factor involves in providing feedback adapted from Nation (2008, P. 139).

Conclusion

The current chapter has covered a variety of theoretical issues of the writing skill. It has provided useful information about a learner's writing ability, which is an important factor in the learning/teaching process. For the purpose of achieving this objective, several stages (the writing process), types (genres), and purposes related to academic writing must be understood, realized and effectively practiced in EFL classrooms. Furthermore, conducting assessment is an important part of developing a learner's writing progress.

The following chapter, on the other hand, will be devoted to peer assessment in language learning. More precisely, it will tackle associated concepts to peer assessment usage in the EFL writing classroom.

CHAPTER TWO :PEER ASSESSMENT

Introduction

Successful teachers encourage students to participate in all aspects of learning. In other terms, learners' progress in any skill must be monitored and assessed; therefore, peer assessment (PA) is the most effective way for accomplishing this objective.

The current chapter will deal with the concept of peers' assessment, shedding light on its definitions and several purposes according to some scholars. In addition, it will highlight the different forms and various characteristics associated with this variable. Moreover, it will address the factors and challenges that may influence peers' assessments while also attempting to offer some possible solutions for these challenges. On another note, this chapter will provide a brief overview of the use of peers' assessment in EFL writing classrooms.

2.1. Peers Assessment in Language Learning

2.1.1. Definition

The term Peer Assessment (PA) refers to the combination peer marking and peer feedback. A combination that contributes to the cohesiveness of students groups in order to help students focus on learning (Brown & Glasner, 1999). It involves students making judgements about, or commenting upon, each other's work. Either individuals may comment on the work of other individuals or groups of their peers or vice versa (groups may comment on the work of individuals or groups) (ibid).

Furthermore, Brown, Bull & Pendlebury (1997) Claimed that PA is the mutual act of giving and receiving of feedback and making formal estimates of worth of other students' work by other students or even equal status and power fellows. In the same context, (Falchikov, 2007) stated the following:

> Peer assessment requires students to provide either feedback or
> grades (or both) to their peers on a product or a performance,
> based on the criteria of excellence for that product or event which
> students may have been involved in determining (p. 132).

In this definition, peer's assessment is considered as a pedagogical activity in which assessors either provide feedback or grade their peers' learning products.

Moreover, Spiller (2009) claimed that peer assessment is a mutual process, between students, that promotes and achieves development and improvement in their learning for the students receiving feedback from their peers. On the other hand, it improves the assessors' ability to make intellectual choices and judgments. Similarly, Topping (1998) claimed that " peer assessment is an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status " (p.250). In simple terms, peers' assessment is an arrangement in which learners evaluate their peers' work in terms of quality, quantity or achievement.

2.1.2. Theories of Language Acquisition Supporting Peer Assessment

As mentioned by the definitions above, peer assessment is a well-recognized pedagogical practice that promotes language learning. The effectiveness of such practice, especially in EFL settings, has been proved and supported by various theories and models of learning.

2.1.2.1. The Cognitive Theory

Johnson, Johnson, and Smith (1998) claimed that cooperation is a necessary prerequisite for cognitive growth in cognitive developmental theory. It results from the coordination of viewpoints as individuals work toward common goals. Likewise, O'Donnell & King (1999) agreed that children's interaction with one another, provides opportunities to model their thinking, reasoning, and problem-solving skills; therefore, it results in the social construction of new understandings, knowledge, and skills. In other words, the cognitive developmental domain focuses on students' abilities to interact and connect with their peers for effective learning outcomes.

In a similar vein, Vygotsky (1978) affirmed that "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers" (P. 90). Simply put, this theory, the cognitive theory, established the significance importance of social interaction, stating that the learning process will be successful through peers' interaction.

2.1.2.2. The Constructivism Theory

Ponaam (2016) stated that constructivism is an innovative teaching strategy in which students develop their own knowledge through interaction with one another based on previous experiences. Along the same lines of this theory, Abdal-Haqq (1998) asserted that "learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving, and collaboration with others" (P. 01). Said otherwise, according to the constructivist perspective, learning is viewed as an active process in which students through social collaboration with peers, develop new concepts, ideas, and information based on their own current and prior knowledge and experiences.

Likewise, learning, according to Vygotsky (1978), is embedded within social events and occurs as a learner interacts and collaborates with peers and especially with more capable peers. Consequently, the constructivist theory is associated with peer assessment because, as previously stated, peers assessment allows students to develop and explore their own knowledge as active participants in the learning process.

2.1.2.3. The Metacognition and Self-Regulated Theory

"Part of the teachers' responsibility is surely, however to download their evaluative knowledge so that students eventually become independent of the teacher and intelligently engage in and monitor their own development" (Sadler, 1989, P. 121). To put it another way, Sadler clarified that a teacher's role is to help students develop the ability to assess their own learning as well as the ability to plan future learning activities.

Furthermore, Earl (2003) affirmed that meta-cognition is the ability to reflect on one's own thinking processes. From this perspective, peer assessment as a meta-cognitive approach enables students to reflect and participate in their learning process, in addition to acquire judgment skills for their own knowledge.

To sum up, meta-cognitive and self-regulated theorists believe that peer assessment should be incorporated into the learning process as an effective strategy for empowering students to be self-regulated learners.

2.1.3. Forms of Peers Assessment

The focus or general purpose of peer-assessment can be in two orientations, namely formative orientation and summative orientation (Dharma, 2019, P. 60). Likewise, Topping (2009) affirmed that peer assessment can have either a summative or a formative nature.

To begin with, Karami and Rezaei (2015) claimed that formative peer assessment provides feedback and aims to bridge the gap between the learners' current performance and the desired ones. Also, the learners' needs, in the formative peer assessment, are critical and crucial in the learning process. The needs of learners, within the contexts of formative peer assessment, should be considered critical and crucial for the goal of developing learning outcomes. In a similar vein, Topping (ibid) suggested that a formative view of peer assessment is for students to assist one another in planning their learning, identifying their strengths and weaknesses, identifying areas for remedial action, and developing metacognitive and other personal and professional skills.

On the other side, peer assessment can be simplified or elaborated in a summative form by using students as substitute teachers where peers grade or mark the work of another peer (Topping, 2009). Simply put, as suggested by Karami and Rezaei (2015), the results of the learning process are the most important aspect in the summative peer assessment.

The formative and summative forms of peers' assessment are indicated clearly in the following figure:

Figure 2. 1: The forms of Peer Assessment (Wride, 2017, P. 07)

Altogether, peer assessment can either take a formative or a summative form. It involves students in the process of reviewing and providing feedback on the work of their peers.. On the one hand, it can be formative, with students providing feedback on each other's drafts before submitting a final product. On the other hand, it can be summative, with students grading their peers' final submissions.

2.1.4. The Characteristics of Peers Assessment

According to related studies on the use of peer assessment in L1 and L2 classrooms, a remarkable number of characteristics have been identified.

To begin with, McLaughlin and Luca (2002) stated that "both self and peer assessment can be used to help inform the design of the learning environment while building motivational goals and improving self-regulation skills" (p.630). Correspondingly, Wilson (2007) noted that: "students learn much better when they are active participants in their learning, motivated to learn, can manage and organize new information, practice, give and receive descriptive feedback, and examine and reflect on their learning" (p. 28)., In other words, students learn much better when peer assessment is incorporated and integrated into the design of the learning process; as a result, they are motivated to learn considering that they are active participants in their education with the help and guidance of their peers. In addition, peer's assessment may assist students improving a set of various skills in their learning as well as in their lives.

Moreover, validity is concerned with a measure's precision, while reliability is concerned with its consistency. In this regard, Buka (2014) noted that "reliability refers to consistency of measurement" (p. 43); nevertheless, Payne and Payne 2004 as cited in Lin 2018 affirmed that "validity refers to the correctness of results" (p.65). To put it differently, the consistency of a measure is referred to as reliability, whereas the accuracy of a measure is referred to as validity.

By the same token, peer assessment validity is the degree to which a work's evaluation is consistent with a true standard (Wankel, Charles & Blessinger, 2012, P. 107). On the other hand, reliability is defined as agreement between raters. For instance, if two students in a group of students mark their peers' work as correct then reliability is high (ibid).

Another characteristic of PA is objectivity. In this regard, Frankland (2007) asserted that "peer assessment relies heavily on the judgment and objectivity of the students involved" (P. 147). He further stated that when learners are given the opportunity to evaluate the work of their peers, they must avoid being critical and subjective, attributable to the fact that peer assessment is frequently influenced by students' objectivity rather than the subjectivity of the work in question. To put it another way, peer assessment is an objective practice. In other words, assessors must possess the ability to make a fair decision or judgment that is not influenced by personal feelings or beliefs. They must not allow the influence of their personal feelings, preferences, or opinions when assessing their peers.

2.1.5. Factors Influencing Peers Assessment

Despite numerous studies on the effectiveness of peer assessment and its great benefits for the learning outcomes, certain issues with peer assessment have received considerable attention. In this matter, The main challenge affects both teachers and students.

In this sense, Divjak & Maretić (2017, P.24) classified the following four factors that

may influence the well-functioning of peers' assessment in EFL settings:

- Logistical: because students need additional briefing time and teacher has to plan extra time for discussion of assessment criteria, goals, write some instructions in LMS, implement scoring rubrics etc.
- Reliability risk: because students are assessing their own peers. Some of their peers can be their friends and others can be members of other cliques in the classroom.
- Equalizing: because of a tendency to award everyone the same mark.
- Metacognitive: because not all students are well equipped to undertake peer assessment and they have not developed metacognitive skills so far.

To put it differently, the primary factor that may influence peer assessment is students' lack of ability and experience in the grading and evaluation process. Secondly, friendship poses the peer assessment activity a risk to the reliability of grades due to the fact that some students may be hesitant to make judgments concerning their peers' work. Another hindrance regarding peers' assessment implementation is students' tendency to assign the same grade to their classmates. Lastly and in terms of classroom management, peer assessment is considered as a time-consuming process because of the time needed for further instructions and explanations for the process.

2.1.6. The Suggested Solutions

Double, McGrance & Hopfenbeck (2019) suggested the following four strategies that may mitigate the mentioned factors and challenges that may influence the well-conducting of peers' assessment in EFL settings:

2.1.6.1. Scaffolding

Scaffolding has been shown to improve the quality of peer assessment. For that reason, peer assessment is frequently used in conjunction with scaffolding. This latter can take various forms, including rubrics and scoring scripts (Peters, Körndle & Narciss, 2018).

Likewise, rubrics have also been shown to improve the accuracy of peer assessment. Panadero, Romero, and Strijbos (2013) noticed that learners were less likely to outperform or overscore their peers.

2.1.6.2. Online

Li & Gao (2016) affirmed that peer assessment can effectively be carried out online. Peer assessment can be conducted online, which can considerably reduce the logistical burden of implementing peer assessment in comparison to traditional face to face classrooms (Tannacito & Tuzi 2002).

Moreover, the growth in online learning activities urged the gradual implementation of peer assessment in online settings because of the ease with which peer assessment can be conducted online (van Popta et al. 2017). The cognitive processes involved in peer assessment, normally conducted effectively in teaching in person, can easily be tailored in offline settings (ibid).

On the whole, peer assessments, whether conducted online or offline, can help students improve their academic performance.

2.1.6.3. Anonymity

According to Rotsaert et al (2018), peer assessors are more likely to be honest in their feedback towards their peers if the assessments is conducted or held anonymously. Hence, interpersonal processes and friendship due to the collaborative nature of peer assessment

practices have no influence in the peer assessment process.

Overall, many educators and scholars agreed that anonymity is a helpful factor in improving the quality of peer assessment as well as students' academic performance.

2.1.6.4. Frequency

Researches show that conducting peer assessment frequently and regularly is a key factor to improve learners' positive perceptions of peer assessment (Hattie and Timperley 2007). As a result, peer assessment quality will be more efficient and convenient.

Additionally, frequent peer assessment improves the quality of feedback provided from students to their peers (Alqassab et al. 2018). Put another way, students typically provide limited feedback to their peers due to their lack of experience in providing feedback when conducting a peers' assessment activity.

2.1.7. The Purpose of Peer Assessment in Language Learning

PA is an important component of classroom practices because it serves a variety of purposes that help to emphasize its importance. As reported by Sachs & Parsell (2013, P. 13) First, peer assessment aims at focusing, changing and developing professional practice. Second, it promotes reciprocal learning. Second, it recognizes professional autonomy of all parties involved in the teaching / learning process. Finally, it incorporates enquiry or investigation. In other words, PA aims at creating a professional educational setting that targets all teachers and learners through encouraging collaborative learning between peers.

From another perspective, the main purpose of PA is that learners are actively reviewing their own work. Moreover, PA involves students in the learning process; therefore, it helps them develop an evaluation capacity for their own work (Nicol & Macfarlane-dick, 2006). Also, it makes important contributions to future lifelong learning experiences. In addition, PA encourages peer dialogue as well as student's self-esteem (ibid). Peers assessment, as mentioned by Wride (2017, P. 08), is a very useful approach that teachers should conduct in classrooms for different purposes. Some of these purposes are outlined in the following table:

- Builds on a natural process of development from early life (learning from others)
- Encourages collaborative learning through consideration of what constitutes 'good work' and promotes development and improvement
- Aligns with and supports tasks encouraging peer learning and collaboration (i.e. assessment should motivate students to partake in these activities and have a 'sense of ownership' of the assessment process)
- Students gain a more sophisticated understanding of the gaps in their learning and gain a better grasp of the learning process
- Enhances conversation around the assessment process
- Heightens the capacity for judgement and making intellectual choices
- reduces the power imbalance between teacher and students
- Promotes ability of students to give and receive feedback, an important part of work contexts
- Students become active participants in a 'community of practice' and gain an identity within this community
- Emphasizes that assessment is part of learning (mistakes are opportunities rather than failures).

Table 2. 1: Why use peer assessment? (adapted from Spiller, 2012 & Bostock as cited in Wride, 2017, P. 08)

2.2. Peer Assessment in EFL Writing

2.2.1. Definition

Nation (2008. P, 143) defined peer assessment as "the process that "involves learners receiving feedback on their writing from each other. It can be done in pairs or in a small group". Moreover, "peer assessment of writing might involve giving general feedback, or going beyond that to very specific feedback about possible improvements. It can focus on the whole written product or components of the writing process such as planning, drafting or editing" (Segers, Dochy & Cascallar, 2003, p. 70).

Concerning peers' assessment's activity in the classroom, Hogue (2008) considered that PA is an interactive process of reading and commenting on a classmate's writing in order to make suggestions for the improvement of the written product. Likewise, Nation (2008) highlighted that:

> Each learner brings the draft of a piece of writing, the others read
> it, and then give helpful comments. In order to make commenting
> easier, the learners can be told to focus on one or two aspects of
> the piece of writing, such as organization, the quality of the
> argument, or formal aspects such as the use of headings or
> references. Usually the learners will make oral comments, but
> written feedback is also possible" (P.143).

All in all, the learner will provide either written or oral feedback for a peers' piece of writing, while the assessor will provide helpful comments about aspects of the written work such as organization, argument's quality, or the formal aspects of writing.

According to Hyland (2003, P. 198), the idea of students receiving feedback on their

writing from their peers in ESL contexts was developed from first language (L1) process classes. This idea (PA) tends to enhance students' quality of writing as well as to develop readers' understandings of good writing. Furthermore, Hathaway (2014) asserted that peer assessment is a way for students to practice analyzing the work of others. Students learn to look critically at other's work and analyze it for strengths and weaknesses. In the same way, Hounsell (1997) viewed peer assessment in writing as a way that can be used as an instrument to evaluate and develop the learning process via assessing the output and the product of students' writing compositions,

To put it differently, EFL peers' assessment was originated historically from L1 classes. This concept (PA) offers teachers the opportunity to increase students' writing quality, to improve effective reading skills, to develop critical thinking skills, and to evaluate learning outcomes.

2.2.2. The Benefits of Peer Assessment

The well-conducting of PA in writing sessions has revealed several notable number of advantages. Initially, the use of peer feedback can reduce the teacher's load. Also, it helps learners develop a sense of audience (Crusan, 2013). Furthermore, it can also focus on the parts of the writing process either as a whole or it can be narrowed down to focus on a specific stage of the process. Within the same context, academically, PA is an important part of the publication process, its two objectives in this stage are to produce a satisfactory product and to provide training for upcoming writing works. Consequently, PA also allows those providing feedback to learn from observing other people's writing and hearing what others have to say about it (ibid).

Additionally, PA is a focused, productive, and a valuable element in teaching. It has various advantages in writing as well as in the learning process. First, it encourages students to work collaboratively by creating a team spirit environment among colleagues, which is something that every teacher strives to promote and achieve in his / her classroom. Second, it elevates learners' self-reliance throughout the writing process (especially in editing and revising). This arises from the fact that PA is less authoritarian than teacher assessment which many students view as commands that must be followed. Finally, it motivates learners to generate several helpful ideas and plans because of the discussions, observations, and comments exchanged and shared between peers while writing. However, that does not exclude the requirements of teachers' guidance in the process for a successful piece of writing (Harmer, 2008).

Hyland (2003) stated that: "the theoretical advantages of peer response are based largely on the fact that writing and learning are social processes" (P. 198). In other words, the notional preferences of peer assessment are based generally on the reality that both writing and learning are social forms.

To begin with, peers' assessment creates an authentic social context for interaction and learning through engaging learners in a community of equals who respond to each other's work (Mittan, 1989). On the practical side, it allows students to participate actively in learning while getting responses, reviews, and feedback from fellow colleagues due to the nonthreatening environment of peer assessment (Medonca & Johnson, 1994). Last but not least, "students do not only benefit from seeing how readers understand their ideas and what they need to improve, but also gain the skills necessary to critically analyze and revise their own writing" (Leki, 1990; Zhang, 1995 as cited in Hyland, 20003). Hence, learners gain a

better knowledge of the demands of their readers.

In short, peer assessment's activities establish a collaborative environment for learning which allows students to actively participate in learning while receiving all different kinds of comments in their written work from their peers. Moreover, students gain the ability to critically analyze their own writing as well as a better understanding of their readers' needs.

Conclusion

The current chapter addressed the theoretical knowledge of this investigation's second variable, peer assessment. It demonstrated the importance of PA in the teaching / learning process. Firstly, it emphasized its definitions from various perspectives, as well as the identification of its forms, characteristics and purposes in language learning in addition to the language acquisition theories supporting it. Following that, it proposed some potential solutions to the factors that may influence the conducting of peers' assessments. Finally, the chapter demonstrated that PA can help students improve their writing skills.

The main concern of this study is how peer assessment is used to develop EFL learners' writing skills; therefore, the next chapter will focus on the practical aspect of this research paper.; as a result, the next chapter will focus on the practical aspects of this research paper. It will attempt to provide insight to which the extent peers assessment could contribute in the enhancement of students' writing compositions through the collection and analysis of data.

CHAPTER THREE: FIELD WORK &

DATA ANALYSIS

Introduction

This chapter is devoted to the research methodology. In other words, it presents the field work of this study and the analysis of the collected data, which investigates the effect of peer assessment on developing EFL students' writing skill. The chapter in hand is subdivided into two parts.

Initially, the first part includes the study's design, instrument and sample. In addition, it presents the aims and description of the research's instrument. Moreover, the second part attempts to provide an analysis and a discussion of the results obtained in order to provide answers to the research questions. Furthermore, it proposes some suggestions and techniques in relation to the issue under investigation.

3.1. The Design of the Study

This is an analytical descriptive analysis study which made use of a descriptive method approach to collect relevant data on the impact of peers' assessment in the learning process of EFL students' written compositions. In other words, The Students' Questionnaire (See appendix 01) was constructed in order to answer the research question that concerns the role of peers' assessment in developing EFL student's writing skill.

3.2. The Instrument of the Study

The data collection tool has been based on an online published questionnaire entitled **"A Students' Questionnaire: "Investigating Students' Attitudes Towards the Effect of Peer Assessment on Developing EFL Students' Writing Skill"** delivered to a sample of EFL students.

The answers have been treated to get information about their thoughts, reactions, opinions, assumptions, and attitudes towards the implantation of PA in writing sessions.

3.3. The Sample of the Study

According to Nunan (1992) "population is all cases, situations, or individuals who share one or more characteristics ………… a sample is a subset of individuals or cases from within a population". (P. 231-232). Simply put, the size of the sample is always less than the total size of the population. In other words, a population is the entire group that the researcher wants to draw conclusions about. A sample is the specific group from which the researcher will collect data.

The sample under this study are Master Two (02) Students at Mohamed Khider University of Biskra. The rationale for selecting students of this level is that they are expected to be more aware of the importance of this subject because they are required to write research papers; hence, writing academically is a major concern for them. Furthermore, in order to make a significant amount of change in the future of their profession as possible EFL teachers.

On the other hand, for the purpose of collecting data for this study, an online questionnaire was published for the above-mentioned targeted sample.

3.4. Aims of the Questionnaire

Nunan (1992) asserted that a questionnaire is a data collection instrument. In this regard, this instrument is used because it is the most appropriate mean to investigate learners' attitudes, reactions and opinions towards assessing their peers' written works with the use of peers assessment. In fact, The Students' Questionnaire aims to emphasis the fact that the implementation of peer assessments in EFL classrooms can truly ensure the development of the writing skill.

3.5. Piloting and validation

The current phase was carried out in order to improve the questionnaire's validity. First, it was submitted to the supervisor (Mrs. Houda DJOUAMA) who, after revision, suggested some modifications especially in term of questions' diversity and inclusion. Following that, it was administered to four (04) colleagues. During this phase, students, all of whom are Master Two (02) EFL students at Mohamed Khider University of Biskra, were able to clarify the questionnaire's wording and instructions, to generate additional categories for closed-response options, and to identify any redundant or irrelevant questions.

3.6. Description of the Questionnaire

"Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (Brown, 2001, p. 6)

From this perspective, the Students' Questionnaire is a wholly made up of fifteen (15) questions that include both open-ended and closed-ended questions. It involves four (04) yes/no questions, four-teen (10) multiples choices questions, and one (01) open-ended question, all classified under three sections.

In this regard, the first section (1st) is a three (03) questions section about students' background information. Moreover, the second one (2nd) is an overview of students' writing abilities. Finally, the third section (3rd) is entitled Students' Perceptions about Peer Assessments; it comprises of eight (08) questions which focus on students' reaction towards PA as well as their previous experiences with PA.

In sum, all sections of the questionnaire aim at getting insights on how learners perceive the use of peer assessment in their written material, Eventually, data analysis will be reported in tabular presentation form; therefore, the results will be clearer.

3.7. Analysis of the Questionnaire Results

Section I: Background Information
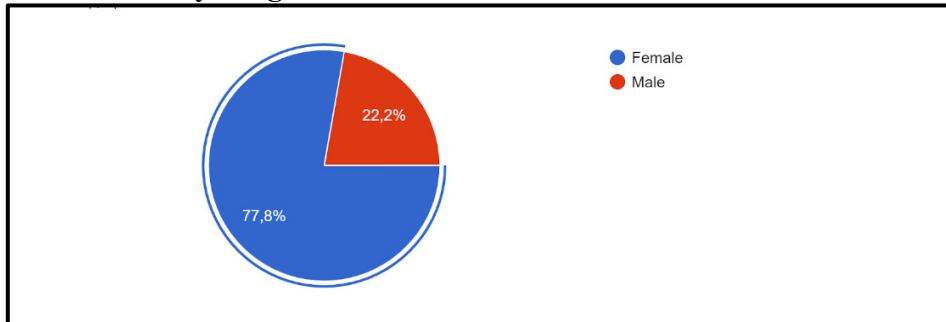
Q01: What is your gender?

Figure 3. 1: Participants' gender.

This question was used to determine the sex of our participants. Also, to find out which gender is dominating the field of foreign Languages learning, specifically, the English language division in Mohamed Khider University of Biskra. As illustrated in figure 3.1, the overwhelming majority of our sample (77,80%) consists of females. While, males represent only 22,20%.

Q 02: How old are you?
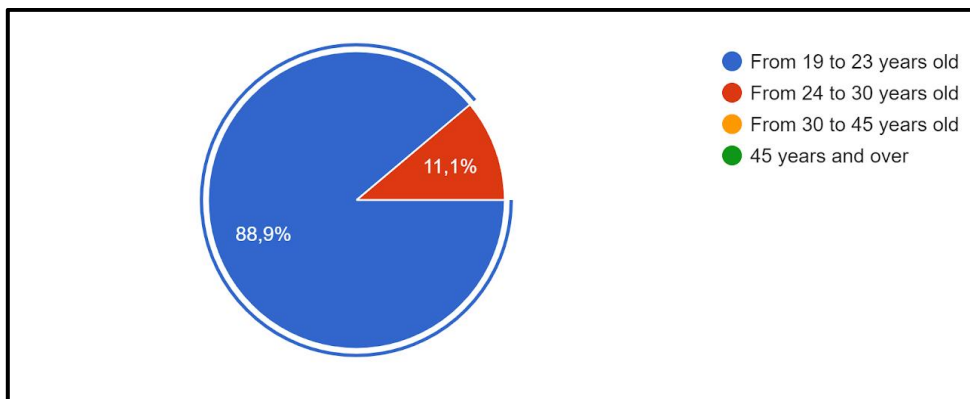
Figure 3. 2: Participants' age

The purpose of this question was to determine the average age of our respondents in order to gain better understanding of their learning knowledge and experience. Firstly, the majority of participants (88,90 %) belongs to the same age group; indicating that, they have had similar educational experience. Having said that, the age difference indicates that the remaining students (11,11 %) have not had similar academic career.

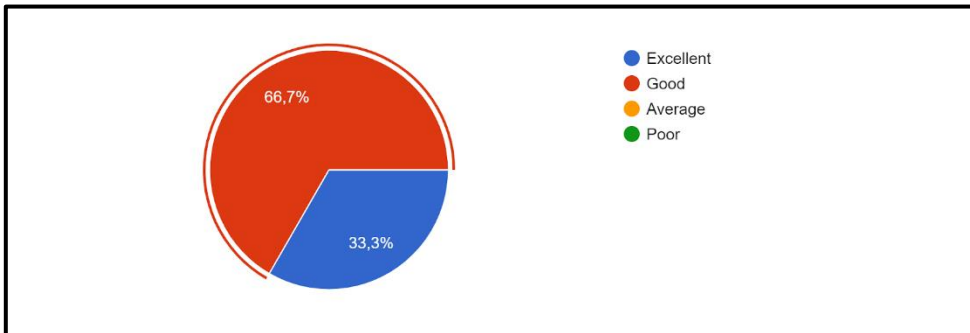**Q 03: What is your level of English language proficiency?**

Figure 3. 3: Participants' English level

This question was designed to determine students' English proficiency. The figure above indicates that 66,70 % of students reported having a **good** command of English. At the same time, 33,30 % thought their level was **excellent**. Surprisingly, none of the respondents noted that their level was either average or poor. Based on the data gathered, it appears that the majority of students have an acceptable proficient level of English which, certainly, allows them to assess their peers' written works.

Section II: The Writing Skill

Q 04: Do you enjoy the writing session? Would you please justify your answer?
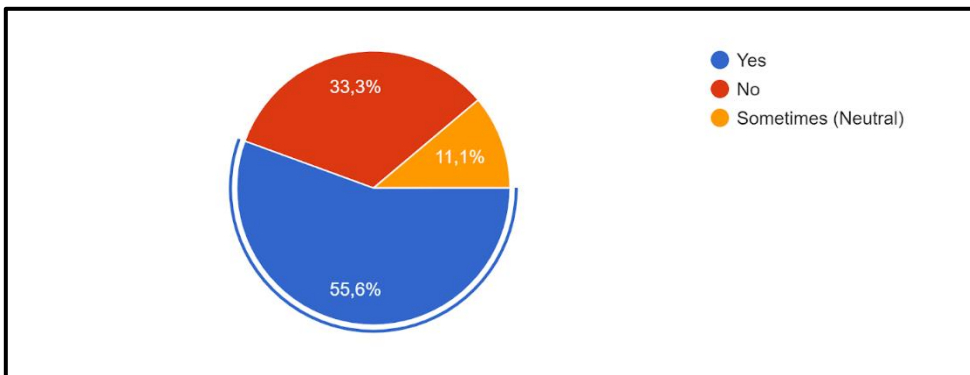
Figure 3. 4: Participant's perception about the writing session

This question was put in order to know if students like the writing session or not. As it is shown above, most students (55,60 %) admitted that they enjoy the writing session. In contrast, 33,30 % of respondents stated that they dislike writing. Notably, 11,10 of respondents took the neutral stance.

On one hand, those who enjoy the writing session justified it by claiming that it allows them to express their thoughts, feeling, and ideas. Those who hold the opposing viewpoint, on the other hand, stated that they encounter numerous difficulties when writing.

Q 05: In your opinion, the writing task in EFL classes is:

Figure 3. 5: Participants' opinion about writing in English

This question was designed to elicit different opinions of students on writing in English. Firstly, as shown in the figure above, most students (55,60 %) find the writing task interesting. Secondly, writing in Engli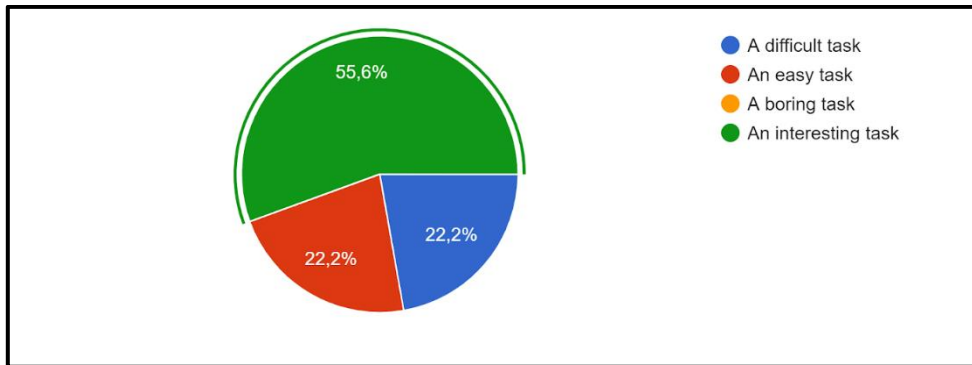sh can be difficult, according to 22,20% of respondents. On the contrary, 22,20 % of students stated that writing in English is easy. Finally, none of the participants consider the writing assignments to be a boring task.

In sum, the findings show that a significant number of Master Two (02) EFL students regard the writing task as interesting and easy; hence, they have a positive attitude towards it.

Q 06: In which areas of writing do you frequently find difficulties? You may choose more than one answer.

Area of writing	Percentage
Vocabulary (word choice)	66,67%
Grammar	55,56 %
Mechanics (capitalization, punctuation and spelling)	55,56 %
Coherence and cohesion	22,22 %
Ideas and content	33,33 %

Table 3. 1: Participants' areas of difficulties in writing

This question was posed in order to identify the common types of difficulties that students frequently encounter during writing. The results obtained were very wide and included all areas of writing.

Firstly, difficulties in selecting the appropriate words (vocabulary) were mentioned by 55,56 % of respondents, followed by difficulties in both grammar and mechanics, which were similarly stated by 55, 56 % of respondents. Furthermore, 22,22 % of students admitted having issues with the elements of coherence and cohesion. Finally, 33.33 % of participants reported having difficulties with ideas and content.

Q 07: In writing assignments and activities, what stages of writing do you constantly use? You may choose more than one answer.

Stage of writing	Percentage
Pre-writing (Planning)	55,56 %
Drafting	33,33 %
Revision (Proofreading)	66,76 %
Editing	66,76 %

Table 3. 2: The writing process stages followed by the participants

The purpose of this question was to investigate students' use of the stages of the writing. The results revealed that students use of the writing process' stages as follows. Initially, the majority (66,67 %) of students stated following the stages of revision and editing. Moreover, 55,56 % of participants plan (pre-write) before they begin writing. Lastly, the stage of drafting is only used by 33,33 % of learners.

In conclusion, the overwhelming majority of respondents, according to the results, are fully aware of the different writing stages.

Section Three: III: Students' Perceptions about Peer Assessments

Q 08: Have you been taught to assess your own work?
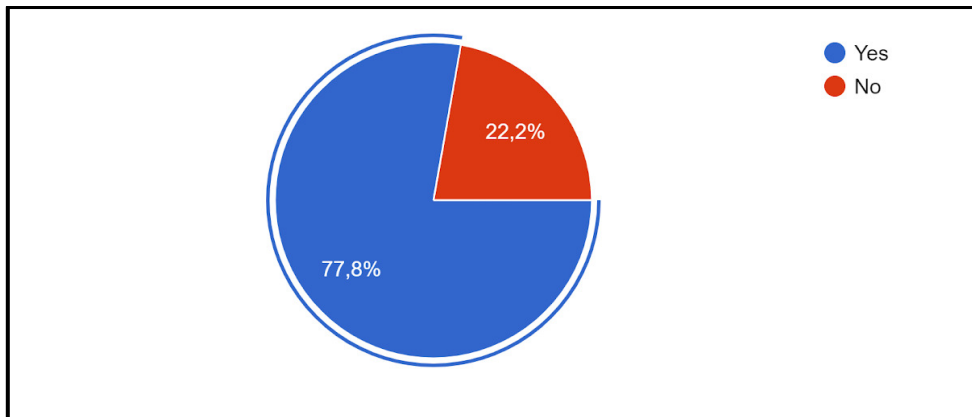
Figure 3. 6: Participants' previous experience with assessment

This question was added in order to check out if learners are familiar with assessing their own work. According to the figure above, a significant number of students experienced the process of assessing their own work during their educational career, with the majority of students (77,80 %) responded positively with yes; however, 22,20 % have said no. The obtained results are definitely encouraging for future assessment implementation in educational courses.

Q 09: By whom do you prefer to be assessed?
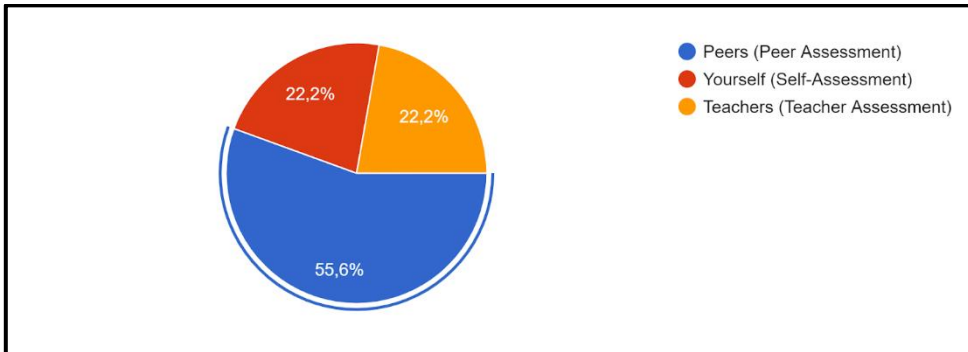
Figure 3. 7: Participants' preferred type of assessments

This question was designed to find out which type of assessment students prefer for their written works. The figure above shows that the majority of learners (55,60 %) prefer to be assessed by their peers. On the other hand, the number of participants who prefer teacher assessment or self-assessment was lower with 22,22 % for each. Clearly, the results have shown students' preference and satisfaction towards peers assessment in comparison to other forms of assessment.

Q 10: How important is for you to have your written works assessed?
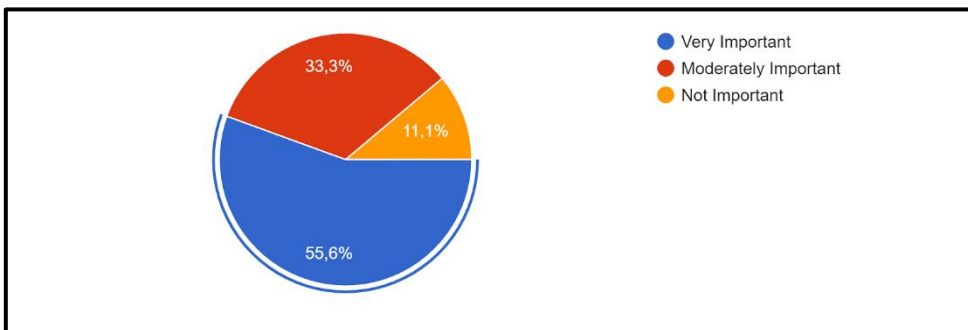
Figure 3. 8: The importance of assessment

The aim behind asking this question was to know students' opinion on the importance of having their written assignments assessed. Figure 3.9 shows that 55,60 of the participants consider it to be very important whereas 33,33 % find it moderately important. On the contrary, only 11,11 % of respondents believe that having their writing compositions assessed is not important.

It can be deduced from the results obtained that Master Two (02) students prefer their writing assignments to be assessed. To put it another way, they regard assessments to be important and critical to their writing.

Q 11: In EFL writing classrooms, how often do peers have opportunities to assess each other's work?
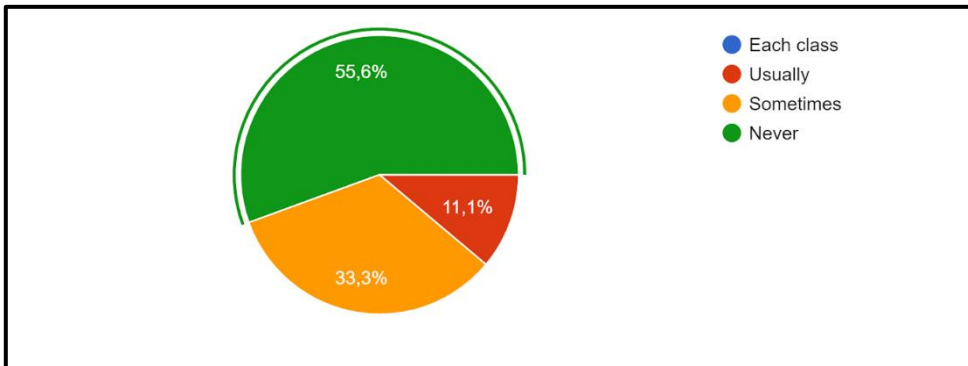
Figure 3. 9: Peers assessment frequency in EFL classrooms

This question was put to determine the extent to which EFL students are given opportunities to assess their peers' work, particularly in the learning of the writing skill. In other words, it was designed to measure the degree of consistency in using peer assessment in the writing classrooms. According to the findings, most students (55,60%) were never given the opportunity to assess their peers' work, while over 11 % of the participants **usually** conduct peers' assessment in their classrooms. Finally, more than 33 % of students reported that they, **sometimes**, assess their peers work.

It is worth mentioning that none of the teachers provide opportunities for their students to assess each other's work in each writing class.

Q 12: As an EFL Learner, do you prefer that your peers assess your written work? Can you please justify your answer?
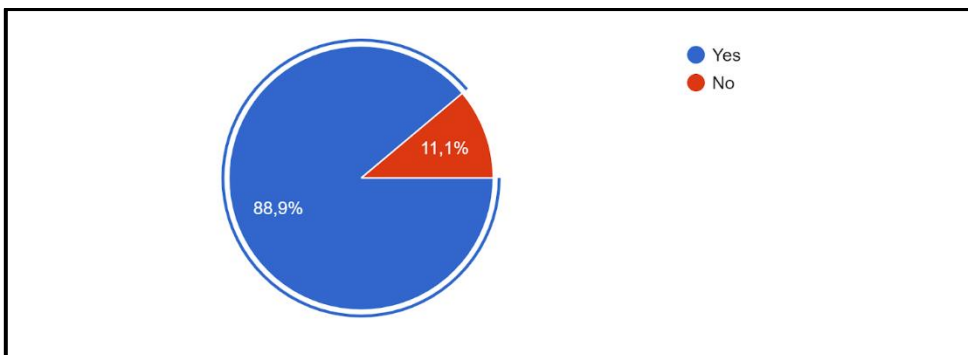
Figure 3. 10: Participants' preference about peers assessment.

The aim of including this question was to determine students' preference towards peers assessment.

Based on the data provided in figure 3.10, we can observe that the vast majority of students with nearly 89 % prefer to be assessed by their peers. As a justification, most of them asserted that PA is a useful technique that allows them to learn from their colleagues' errors which will definitely help them identify their own ones, avoid repeating the same mistakes, and improve their future writings. Moreover, another justification was that some students viewed the activity

of assessing and grading their peers' work as a good practice for them in their possible profession as future teachers.

On the other side, only 11,10 % of them do not prefer being assessed by their peers justified by their fear of being mocked if their peers discover their poor writing level.

The findings show that Master Two (02) students have a high level of acceptance and a positive attitude towards peers assessing their writing outputs.

Q 13: What factor do you think affect having opportunities for peer assessments in EFL classes? Other? Please mention.
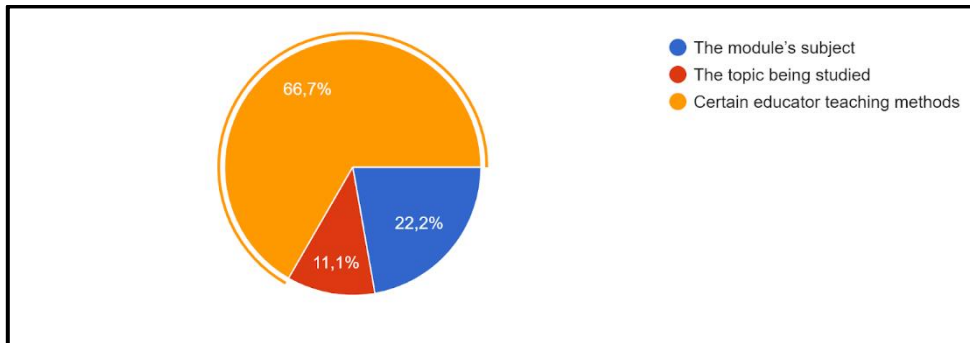
Figure 3. 11: Factors affecting the use of peers assessment

From this question, we get to figure out the effecting factors that may limit students' opportunities to assess their peers' work. As shown in the figure above, 66,70 % of participants confirmed that certain educators teaching methods are the main factor that affects having opportunities for peer assessments. In addition, the topic being studied and the modules subject were represented by 33, 30 % of students as influencing factors.

In terms of factors asserted by learners, some participants mentioned that the lack of time devoted for writing session limits the frequent use of peers assessment. Furthermore, some students considered their peers' incompetence is what certainly leads teachers to use other forms of assessments rather than peers' assessment.

Altogether, these findings revealed that the use of peers assessment is strongly influenced and affected by the following factors: the teachers' methodology, the subject matter, the modules' characteristics, the limited time for writing practices and learners' writing skills weaknesses.

Q 14: Do your peers provide feedback that helps improve your learning and writing skills?

Figure 3. 12: Participants' reaction towards peer assessment

More than 88 % of students (those who answered with yes, usually, and sometimes) stated that having peers assess their written works, indeed improve their learning and writing skills. At the same time, none of the respondents, surprisingly, opted for the no option.

Inevitably, these results affirm the notion that peers assessments enhance learners' writing performance during the EFL learning process (see figure 3.12).
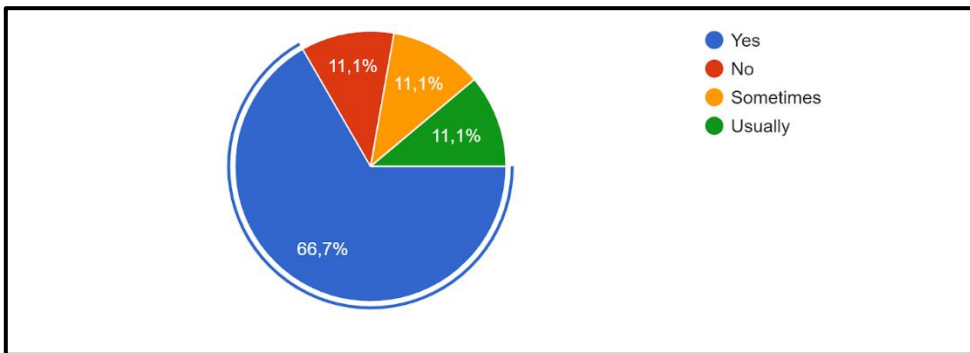
Q 15: What type of feedback would you prefer when implementing peer assessment? and why?

The current question was included to shed light on the type of feedback students prefer in peer assessment.

As for the answers, a considerable number of students admitted that they prefer written anonymous feedback, in which students evaluate someone else's piece of writing without knowing the author either as assessors or assesses.

On one hand, in order to avoid friendship bias, as assessors, because they may have a tendency to grade their friends with a good mark. On the other one, as assesses, in order to avoid mockery from their peers due to their poor writing level.

Moreover, 33, 33 % of participants valued groups peer assessment and the opportunity that they could interact with other students. They added that this active learning environment motivates them to put extra effort to perform better in front of their peers.

Likewise, 33, 33 % of respondents asserted that they do not have particular preferences towards any type of feedback as long as it is conducted by students of the same level. In other words, this portion of students are unconcerned about the type of feedback they receive, provided that it is giving by student with good level in English

Finally, other participants valued receiving oral feedback in front of other students due to the fact that making mistakes can be the most effective way to learn. They believe that if they make a huge, humiliating mistake, they will remember it and they will never repeat again.

To sum up, this data confirms students' familiarity and well-awareness to the different types of feedback provided in the peers' assessment activity during the writing process. Students showed both readiness to assess their peers and acceptance to be assessed by their peers.

3.8. Data Discussion

The current study's main goal was to investigate the effect of peer assessment on the development of students' writing skills." The findings derived from the analysis and interpretation of our chosen data collection instrument, were practical and useful to some extent.

Fundamentally, we opted for The Students' Questionnaire as the most appropriate tool to gather the necessary data for this research. A set of findings and conclusions have been reached based on analysis and interpretations.

Section I: Background Information

The chosen sample in this study show that females (77,80%) are dominant over males (22,20), this may be due to the fact that girls have tendency to study foreign languages, especially English, whereas males are often interested in scientific studies such as: petroleum engineering, architecture. and data processing…etc. Moreover, all of our respondents (100%) are EFL learners that share the same age and with the same learning experience. This implies that they are proficient enough in English. As a result, students have the ability and necessary skills that enable them to assess their peers written assignments.

Section II: The Writing Skill

The findings revealed that EFL students have a positive attitude towards the writing skill. The majority of students admitted that they enjoy the writing session and that they find its tasks interesting.

Within the same vein, the results for Q 06 and Q 07 demonstrated students' awareness of the various stages of the writing process, despite the difficulties they frequently face during writing, particularly with vocabulary, grammar, and mechanics.

SECTION III: Students' Perceptions about Peer Assessments

To begin with, this section intended to figure out the students' perceptions about the implementation of peers assessment. More importantly, we intended to provide an answer to the research's third question, which is, how would learners react to the implementation of peer assessment? According to the findings, students have a positive attitude the integration of peers assessment into the learning process. Additionally, they claimed that this method is extremely beneficial in improving their learning in general and their writing skills in particular.

On one hand, we viewed that Peers assessments is not a common technique utilized in EFL classrooms to strengthen the learners' writing ability do not commonly use Peers assessments. On the other one, the results clearly indicated that peer assessment is not a common technique used in EFL classrooms to improve students' writing abilities despite the fact that students consider assessments to be crucial to their written compositions. As a result, we investigated the factors that may limit students' opportunities to assess their peers work. Clearly, most students agreed on the following factors: the topic being studied, the teaching methods of certain educators, and the module subject. the methodology of the teachers, the subject matter, the limited time for writing practices, and some learners' writing level.

Furthermore, when asked to demonstrate their preferred type of assessment in Q 09, most students stated that they prefer peer assessment over teacher assessment and self-assessment.

Finally, students claimed that the active learning environment created by peer assessment promotes their writing skills by giving them opportunities to receive and/or provide feedback. In addition, it inspires them to be more positive, motivated, active, and creative. Moreover, they learn from each other's mistakes in writing and make sure they don't repeat the same mistakes again. As a result of these reasons, the implementation of peer assessments in EFL classrooms can truly ensure the development of writing skills.

3.9. Pedagogical Suggestions

According to the findings of our research instrument, the Students' Questionnaire, peer assessment improves learners' writing performance during the EFL learning process. As a result, we propose some pedagogical suggestions for teachers, students, and researchers for further studies in order to ensure that peer assessment is successfully implemented in EFL educational courses in the future.

3.9.1. Guidelines for Teachers During the Writing Process in Peer Assessment

With the major development of learning and teaching approaches, education has shifted from the concept of teacher-centered learning to the learner-centered learning. Nevertheless, writing lecturers and teachers still plays a very important role. in order for the implementation of peer assessment to occur successfully.

- It is recommended that teachers always explain the rationale for conducting peer assessment to their students.
- It is recommended that teachers explain the expectations and benefits of participating in a peer assessment activity.
- Writing lecturers must create clear assessment standards for assessors by designing samples, guidelines and/or rubrics…
- Teachers are required to assist students while providing feedback on their peers writing compositions.
- Teachers should diversify and include all types of feedback in order to meet the different feedback preferences of students.
- Writing lecturers should consider providing feedback to students who prefer to be assessed by their teacher.

3.9.2. Guidelines for Students During the Writing Process in Peer Assessment

- Students need to follow the assessment criteria (samples, rubrics, guidelines…) created by their teacher.
- Students must always address any misunderstandings about the nature of peer assessment and seek clarification from their teacher.
- Students should provide appropriate provide for their peers written work by offering suggestions, highlighting the strengths and indicating the weaknesses.
- Assesses should avoid taking their peers' feedback personally.

3.9.3. Suggestions for Future studies

This work raises issues for future researches, in which other investigations could be considered as a completion for this study as a further research. This area of study may discuss the importance of collaborative learning in improving EFL students' learning experience.

However, before applying the various methods of developing EFL learners' learning experiences through collaborative learning, the primary issue that must be addressed is the process of generating the individual differences among learners, differences such as: concentration, intelligence, and even the social-physical state...etc.

In short, the theme of this research may arguably/possibly be: The Importance of Collaborative Learning in EFL Classrooms.

Conclusion

This chapter presented, analyzed and discussed the fieldwork of this study. The first part provided an overview about the theoretical background of the research methodology. More specifically, it introduced the design, sample and instrument of the study. Furthermore, the second part presented the findings of the students' questionnaire which was the instrument of the study that investigated the effect of peer assessment on developing students' writing skills.

Moreover, the data obtained from the students' questionnaire provided us with answers to the research question. Also, the findings aimed to prove the hypothesis. Finally, some pedagogical recommendations were suggested for better use of peers assessment in EFL writing classrooms.

GENERAL CONCLUSION

General Conclusion

Writing is regarded as a key component in the teaching and learning process. In other words, writing is a fundamental skill in language learning; however, it is also a difficult skill that requires a lot of effort and practice on the part of the learner to reach an adequate level of writing. One way to develop students' writing skill is the implementation of peer assessment in EFL writing classrooms.

Peer assessment is one of the most practical techniques that might be used to enhance learners' -written productions.

For this reason, the purpose of this study was to identify the impact of peer assessment on the development of students' writing skill, as well as to investigate EFL learners' attitude towards the implementation of peer assessment.

The proposed hypotheses which were developed based on the research questions were definitely confirmed by this investigation, namely, that if students assessed their peers' written works, their writing performance production will be improved. In fact, the implementation of peer assessment in EFL writing classes can serve learning and have an effective impact on learners' writing skill improvement.

Two theoretical parts were designed to approach the issue under investigation in this dissertation. On one hand, the first chapter presented the theoretical framework of the writing skill. It discussed its definitions, types, purpose, stages and the approaches to teaching the skill, in addition to the importance of assessment in writing. The second chapter, on the other hand, was devoted to peer assessment. It discussed peer assessment in language learning as well as other peer assessment-related concepts in EFL writing. The final chapter covered the field work of this study, which included the analysis and the discussion of the data collection tool of this study (the students' questionnaire).

The reached findings from this study's data instrument (The Students' Questionnaire) has affirmed that peer assessment is a technique that EFL teachers rarely employ in writing activities. Also, the results deducted have proved the positive attitude of EFL learners towards the implementation of peer assessment in writing sessions. Moreover, the questionnaire revealed that the implementation of peer assessment in EFL classrooms is necessary, because it will surely guarantee the development of learners' writing skill.

In accordance with what have been said, detailed recommendations were provided for teachers and learners for an effective, and faster peer assessment implementation in EFL writing classes. It is necessary for teachers to support the implementation process of peer assessment in writing settings in particular and educational programs in general due to its positive impact to both the teaching and learning process. However, the key for successful peer assessment integration in EFL settings is to progress gradually, systematically, and even slowly but steadily towards the implementation in the near future.

The Study's Problems and Limitations

This study was bounded by some limitations. The main limitation was the small sample size, with only nine (09) students from Mohamed Khider University in Biskra; therefore, it may be difficult to generalize the findings of this study to a larger national audience of Master Two

(02) EFL learners. Another problem was the crowded schedule; reconciling between reading from various sources and working as an EFL teacher in a secondary school was not an easy task.

Furthermore, such difficulties were encountered during the trial of gathering sufficient resources and comprehending some pieces of information that included complex language use. Finally, due to the coronavirus (COVID-19) pandemic that restricted all movements, it was difficult to work without any direct contact with the supervisor.

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APPENDICES

Appendix N° 01 : Students' Questionnaire : Piloting Stage

Dear students

I will be very pleased if you accept to fill in this questionnaire.

The information you provide will be used in a research work (Dissertation) on 'The Effect of Peer Assessment on Developing Students Writing Skill' for the Master's Degree in Science of English Language from Mohamed Khider University in Biskra. I will be grateful if you could answer the following questionnaire sincerely and truthfully. So I hope that you will give us your full attention and interest. Thank you for your cooperation.

*Please put a tick on the appropriate box (es):

Section I: General Information

- **What is your gender?**
  a) Male
  b) Female

- **What year are you in? (In case the questionnaire is submitted for ENS students)**
  a) First year
  b) Second year
  c) Third year
  d) Fourth year
  e) Fifth year

- **What is your major (main area of study)? (In case the questionnaire is submitted for M2 students)**
  a) Literature and civilization
  b) Science of language
  c) Other (please mention)
- How old are you? (optional) (can be deleted)
  a) From 18 to 23 years old
  b) From 24 to 30 years old
  c) From 30 to 45 years old
  d) 45 years and over
- **What is your level of English language proficiency? (which one is better?)**
Elementary
  a) Upper intermediate
  b) Advanced
  c) Proficient
a)   good?
b)   Average
c)   less than the average
d)   poor (weak)

Section II: The Writing Skill

- **Do you enjoy the writing session?**
  a) Yes
  b) No
  c) Sometimes (neutral)
- **In your opinion, the writing task in EFL classes is:**
  a) A difficult task
  b) An easy task
  c) A boring task
  d) An interesting task
- **In which areas of writing do you frequently find difficulties?**
  a) Grammar
  b) Vocabulary (word choice)
  c) Mechanics (capitalization, punctuation and spelling)
  d) Coherence and cohesion
  e) Ideas and content
- **In writing assignments and activities, what stages of writing do you constantly use?**
  a) Pre-writing (Planning)
  b) Drafting
  c) evaluating
  d) Editing
  e) Re-writing and Proof Reading

SECTION III: peer assessments

- **Have you been taught to assess your own work?**
  a) Yes
  b) No
- **By whom do you prefer to be assessed?**
  a) Peers (peer assessment)
  b) Myself (self-assessment)
  c) Teachers (Teacher assessment)
- **How important is for you to have your written works assessed?**
  a) Very Important
  b) Moderately Important
  c) Not Important
- **How often do you have opportunities to assess your peers' work?**
  a) Each class
  b) Usually
  c) Sometimes
  d) Never
- **How often do your peers have opportunities to assess your own work?**
  a) Each class

b) Usually
c) Sometimes
d) Never

- **In EFL writing classrooms, how often do peers have opportunities to assess each other's work?**
  a) Each class
  b) Usually
  c) Sometimes
  d) Never

- **As an EFL Learner, do you prefer that your peers assess your written work? (Justify)**
  - Yes
  - No

- **What factor do you think affects having opportunities for peer assessments in EFL classes?**
  a) The module's subject
  b) The topic being studied
  c) Certain educator teaching methods
  d) Another (mention)

- **Do your peers provide feedback that helps you to improve your learning and writing skills?**
  a) Yes
  b) No
  c) Sometimes
  d) Usually

- **How many of your peers provide feedback that helps you to improve your learning and writing skills? (writing performance)?**
  a) All of my peers
  b) Most of my peers
  c) Some of my peers
  d) None of my peers

Appendix N° 02: The Students' Questionnaire

Dear students,

This questionnaire is a data collection tool for a master dissertation in sciences of the language. It investigates 'The Effect of Peer Assessment on Developing Students' Writing Skill'. The case of Master Two (02) EFL Students at Mohamed Khider University in Biskra. Your answers will be of a great help to us. Will you please respond by placing a tick (√) in front of the appropriate answer, and complete where necessary.

<div align="right">Thank you for your cooperation.</div>

Mohamed Khider University of Biskra
Faculty of Letters & Foreign Languages
Department of Foreign Languages
English Language Division
Academic year: 2020/2021
Supervisor: Mrs. Houda DJOUAMA
Student: Youcef OUANES
Keywords: Questionnaire, Peer Assessment, Writing Skill

Section I: Background Information

1. What is your gender ?
c) Male
d) Female

2. How old are you?
e) From 18 to 23 years old
f) From 24 to 30 years old
g) From 30 to 45 years old
h) 45 years and over

- **What is your level of English language proficiency?**
e) Excellent
f) good
g) Average
h) poor

Section II: Students' attitudes towards The Writing Skill

- **Do you enjoy the writing session?**
d) Yes
e) No
f) Sometimes (neutral)

- **In your opinion, the writing task in EFL classes is:**
e) A difficult task
f) An easy task
g) A boring task
h) An interesting task

- **In which areas of writing do you frequently find difficulties?**

f) Grammar

g) Vocabulary (word choice)

h) Mechanics (capitalization, punctuation and spelling)

i) Coherence and cohesion

j) Ideas and content

- **In writing assignments and activities, what stages of writing do you constantly use?**

f) Pre-writing (Planning)

g) Drafting

h) evaluating

i) Editing

j) Re-writing and Proof Reading

SECTION III: Students' perceptions about peer assessments

- **Have you been taught to assess your own work?**

c) Yes

d) No

- **By whom do you prefer to be assessed?**

d) Peers (peer assessment)

e) Yourself (self-assessment)

f) Teachers (Teacher assessment)

- **How important is for you to have your written works assessed?**

d) Very Important

e) Moderately Important

f) Not Important

- **In EFL writing classrooms, how often do peers have opportunities to assess each other's work?**

e) Each class

f) Usually

g) Sometimes

h) Never

- **As an EFL Learner, do you prefer that your peers assess your written work?**

a) No

b) Yes

- **Can you justify why ?**
- **What factor do you think affects having opportunities for peer assessments in EFL classes?**

e) The module's subject

f) The topic being studied

g) Certain educator teaching methods

h) Others (mention)

- **Do your peers provide feedback that helps you to improve your learning and writing skills?**

e) Yes

f) No

g) Sometimes
h) Usually

- **What type of feedback would you prefer when implementing peer assessment? and why?**

ملخص الدراسة

لقد أثبتت أساليب التدريس التي تشرك الطلاب في مختلف النشاطات التربوية نجاعتها في تشكيل رصيد قيم و كذا تطوير العملية التعليمية في مختلف الجوانب. وفي هذا الصدد تهدف هاته الدراسة إلى تسليط الضوء على مدى تأثير إحدى هذه الأساليب ، ألا و هي تقييم الأقران، و ذلك على تطوير مهارات الكتابة لدى طلاب اللغة الانجليزية. وعليه ، افترضنا أن طلاب اللغة الإنجليزية كلغة أجنبية سوف يكون لهم موقف إيجابي إزاء تنفيذ أسلوب تقييم الأقران الذي من شأنه في المقابل مساعدتهم في تحسين مستوى كتاباتهم الأكاديمية ؛ ولذلك ، تم الاعتماد على الأسلوب التحليلي الوصفي للتحقق من فرضياتنا المقترحة. وعلى هذا الأساس تم نشر استبيان على الإنترنت لجمع البيانات لعينة من طلاب السنة ثانية (02) ماستر تخصص علوم اللغة الانجليزية في جامعة محمد خيضر ببسكرة. وكان الهدف من هذا الاستبيان جمع معلومات هامة عن فعالية تنفيذ تقييم الأقران في تطوير مهارات كتابة الطلاب. وفي نهاية المطاف ، كشف تحليل وتفسير البيانات المتحصل عليها من الاستبيان أن تنفيذ تقييمات الأقران في الفصول الدراسية من خلال اتباع الاستراتيجيات التدريسية البيداغوجية بإمكانه حقا تطوير مهارات الكتابة لدى الطلاب. وأشارت النتائج أيضا إلى الموقف الإيجابي للطلاب إزاء تنفيذ هاته الاستراتيجية. وأخيرا ، تم اقتراح بعض التوصيات التربوية لإجراء المزيد من البحوث حول هاته الاستراتيجية و كذا غيرها من الاستراتيجيات.

الكلمات الرئيسية: أساليب التدريس، تقييم الأقران، الأسلوب التحليلي الوصفي، الاستبيان، مهارة الكتابة

Résumé

Plusieurs études confirment que L'apprentissage et l'évaluation linguistiques sont étroitement liés et fréquemment associés dans la pratique. Pour cette raison, la mise en œuvre des modalités pédagogiques d'enseignement et d'évaluations est un atout pour développer une bonne maîtrise de la langue anglaise, en particulier l'écrit. C'est pour cette raison que la présente recherche vise à étudier l'effet de l'évaluation par les pairs sur l'apprentissage de l'écriture chez les apprenants de l'Anglais Langue Etrangère (ALE). À cet égard, nous avons supposez que les apprenants auront une attitude positive si l'évaluation par les pairs est mise en œuvre. Alors que l'évaluation par les paires amène les apprenants de l'ALE à améliorer et accroître la qualité de leurs textes. Pour confirmer nos hypothèses, nous avons mené une enquête auprès d'étudiant de Master deux (02), branche Anglais Langue Etrangère à l'Université Mohamed Khider de Biskra. Fondée sur un questionnaire écrit, cette enquête a été publié en ligne. L'objectif de ce questionnaire est de recueillir des informations significatives sur l'efficacité de la mise en œuvre de l'évaluation par les pairs dans le développement des compétences d'écriture des apprenants. L'analyse et l'interprétation des données obtenues ont révélé que l'évaluations par les pairs dans les classe ALE peut vraiment assurer le développement des compétences de rédaction. Les résultats de la recherche montrent également l'attitude positive des élèves à l'égard de la mise en œuvre de l'évaluation par les pairs. Enfin, certaines recommandations pédagogiques sont suggérées pour des recherches plus poussées.

Les Mots clées : l'évaluation par les pairs, L'anglais tant que Langue étrangère, le développement des compétences d'écriture